



Bethel Elementary

111 Bethel School Road
Simpsonville, South

Grades	K-5 Elementary School	
Enrollment	1,123 Students	
Principal	Mrs. Brenda Byrd	864-355-4100
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Average
2007	Good	Average
2006	Good	Below Average
2005	Good	Good
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

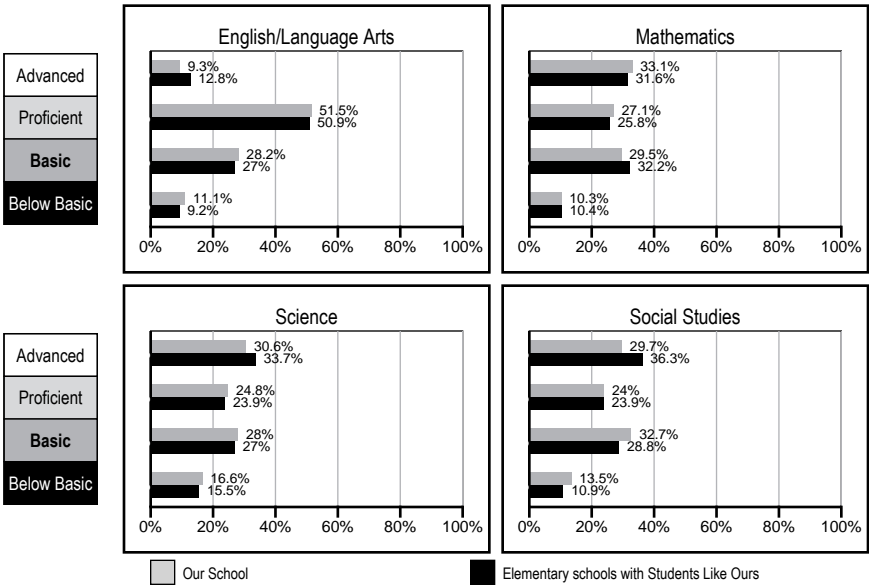
Percent of students tested in 2007-08 whose 2006-07 test scores were located 95.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	22	2	0	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=1,123)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.5%	Down from 2.2%	1.0%	2.3%
Attendance rate	97.3%	No Change	97.0%	96.3%
Eligible for gifted and talented	25.6%	Up from 24.5%	26.5%	10.4%
With disabilities other than speech	9.3%	Up from 8.5%	5.8%	7.5%
Older than usual for grade	0.0%	Down from 0.3%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=64)				
Teachers with advanced degrees	54.7%	Up from 50.0%	60.4%	56.7%
Continuing contract teachers	82.8%	Up from 80.6%	80.2%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.3%	Down from 90.0%	88.7%	86.4%
Teacher attendance rate	95.6%	Down from 95.8%	95.0%	94.9%
Average teacher salary	\$46,660	Up 6.0%	\$46,744	\$45,345
Professional development days/teacher	18.6 days	Down from 22.9 days	12.4 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	21.8 to 1	Down from 22.1 to 1	19.6 to 1	18.5 to 1
Prime instructional time	92.0%	No Change	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$4,988	Up 3.1%	\$6,638	\$7,052
Percent of expenditures for instruction*	74.7%	Up from 72.7%	72.0%	69.1%
Percent of expenditures for teacher salaries*	69.6%	Up from 68.3%	64.0%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Bethel Elementary serves over 1,100 students in grades K-5. Our award-winning school has a history of academic excellence. Bethel has been recognized as a National Blue Ribbon School of Excellence, Red Carpet Award winner, and SCPTA Parent Involvement School of Excellence.

The faculty, staff, and community developed a comprehensive strategic plan, outlining the goals, objectives, and strategies for our school. Goals focus on academic achievement, a supportive educational environment, technology integration, and parental involvement. Goals were written to address specific school needs and components of the district's Education Plan.

Technology integration is an important aspect of the elementary curriculum at Bethel. Teachers and students utilize technology on a daily basis while teaching and learning. Our school is equipped with three computer labs and two mobile laptop labs. Many classrooms contain interactive white boards, such as Smart Board and Promethean. The school plans to purchase additional interactive boards in the near future.

Our PTA actively supports our school through fundraising and volunteer efforts. Parents have many opportunities to be involved in their child's education. The active involvement of the school's PTA helps provide integral programs that benefit all children. Our PTA sponsors special activities such as the carnival, silent auction, school dances, book fairs, and guest author.

Our school implements the principles of Continuous Quality Improvement. Teachers utilize Quality Tools in their classrooms in order to enhance the learning process. All students are encouraged to take ownership in their learning and to use data to track their progress. We enjoy celebrating the successes attained by our students!

Brenda D. Byrd, Principal
Ann Harris, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	68	173	94
Percent satisfied with learning environment	97.1%	84.2%	90.2%
Percent satisfied with social and physical environment	98.5%	82.6%	89.2%
Percent satisfied with school-home relations	100.0%	90.7%	94.7%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 16 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	556	100	10.9	27.7	50.7	10.7	73.8	52.4	48.2	Yes	Yes
Gender											
Male	273	100	14.8	31.1	45.1	8.9	67.7	46.1	41.7	N/A	N/A
Female	283	100	7.1	24.4	56	12.4	79.7	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	387	100	6.8	25.6	55.3	12.3	80.7	62.3	60	Yes	Yes
African American	113	100	23.3	41.7	29.1	5.8	48.5	31.7	31.7	Yes	Yes
Asian/Pacific Islander	22	100	9.1	13.6	68.2	9.1	90.9	74.9	70.4	I/S	I/S
Hispanic	23	100	25	15	45	15	60	36.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	81	100	35.5	25	23.7	15.8	50	20.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	19	100	35.3	23.5	41.2	0	47.1	36.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	127	100	29.6	39.8	24.1	6.5	40.7	34.3	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	556	100	9.9	29.1	27	34	73.4	49.5	45.8	Yes	Yes
Gender											
Male	273	100	11.7	26.5	24.5	37.4	74.7	49.9	45.6	N/A	N/A
Female	283	100	8.3	31.6	29.3	30.8	72.2	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	387	100	5.2	25.3	31.9	37.6	82	59.4	59	Yes	Yes
African American	113	100	25.2	44.7	15.5	14.6	41.7	27.2	26.9	No	Yes
Asian/Pacific Islander	22	100	4.5	22.7	13.6	59.1	90.9	75.3	71.3	I/S	I/S
Hispanic	23	100	20	25	15	40	65	37.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	81	100	30.3	34.2	21.1	14.5	47.4	20.1	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	19	100	23.5	41.2	11.8	23.5	52.9	38.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	127	100	26.9	45.4	15.7	12	39.8	32.2	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	365	100	16.4	27.7	24.5	31.4	55.9	39.3	35.7	97.3	96.5
Gender											
Male	174	100	15.8	26.1	21.8	36.4	58.2	41.6	37.4	97.3	96.4
Female	191	100	17	29.1	26.9	26.9	53.8	36.9	33.8	97.2	96.6
Racial/Ethnic Group											
White	249	100	8.8	25.9	29.7	35.6	65.3	49.7	49.2	97.3	96.4
African American	82	100	40	33.3	13.3	13.3	26.7	18.2	17	97.3	96.4
Asian/Pacific Islander	13	100	7.7	30.8	15.4	46.2	61.5	60.9	58	97.4	97.7
Hispanic	14	100	30.8	15.4	15.4	38.5	53.8	23.7	24.9	96.9	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	93.6	95.3
Disability Status											
Disabled	52	100	42.6	29.8	12.8	14.9	27.7	16.3	14	96.6	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
English Proficiency											
Limited English Proficient	11	100	27.3	45.5	0	27.3	27.3	22.6	24.4	97	97.2
Socio-Economic Status											
Subsided meals	84	100	39.7	37	12.3	11	23.3	21.3	21.1	96.5	95.8

Social Studies

All Students	364	100	13.3	32.2	23.9	30.7	54.6	38.1	34	97.3	96.5
Gender											
Male	183	100	16.5	25.9	24.7	32.9	57.6	41	36.6	97.3	96.4
Female	181	100	10.1	38.5	23.1	28.4	51.5	35	31.3	97.2	96.6
Racial/Ethnic Group											
White	263	100	9.3	30.1	28	32.5	60.6	46.1	44.5	97.3	96.4
African American	62	100	28.1	43.9	14	14	28.1	20.5	19.1	97.3	96.4
Asian/Pacific Islander	16	100	6.3	31.3	18.8	43.8	62.5	60.2	58.9	97.4	97.7
Hispanic	15	100	16.7	25	8.3	50	58.3	27.7	27.5	96.9	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	93.6	95.3
Disability Status											
Disabled	52	100	37.5	27.1	12.5	22.9	35.4	17.1	14.4	96.6	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
English Proficiency											
Limited English Proficient	15	100	30.8	46.2	7.7	15.4	23.1	27.6	27.3	97	97.2
Socio-Economic Status											
Subsided meals	75	100	34.4	34.4	18.8	12.5	31.3	22.8	21	96.5	95.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	169	100	3.8	21.3	61.3	13.8	75
	4	180	99.4	10.6	28.8	54.7	5.9	60.6
	5	190	100	12.9	40.4	41	5.6	46.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	199	100	8.2	21.7	55.4	14.7	70.1
	4	172	100	11	28.8	50.3	9.8	60.1
	5	185	100	13.6	33	46	7.4	53.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	169	100	5	36.9	30	28.1	58.1
	4	180	100	12.9	29.4	21.8	35.9	57.6
	5	190	100	10.1	37.1	23.6	29.2	52.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	199	100	14.1	37	25	23.9	48.9
	4	172	100	4.3	21.5	28.2	46	74.2
	5	185	100	10.8	27.8	27.8	33.5	61.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	86	98.8	24.7	48.1	20.8	6.5	27.3
	4	180	100	21.8	23.6	27.9	26.7	54.5
	5	97	100	28.4	31.8	19.3	20.5	39.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	100	100	16.8	34.7	32.6	15.8	48.4
	4	172	100	14.1	28.2	23.3	34.4	57.7
	5	93	100	20.2	19.1	18	42.7	60.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	84	100	5	46.3	43.8	5	48.8
	4	180	100	16.4	38.8	21.2	23.6	44.8
	5	96	100	19.5	39.1	21.8	19.5	41.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	101	100	10	43.3	24.4	22.2	46.7
	4	171	100	13	29	22.2	35.8	58
	5	92	100	17.2	26.4	26.4	29.9	56.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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